



Special educational needs and disability policy

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Key Contacts

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1. Introduction

‘Institutions which include everybody, celebrate differences, support learning, and respond to individual needs.’ The Salamanca Statement and Framework for Action on Special Needs Education 1994. At Cairn Education our aim is to engage the communities that autistic individuals live within to create more understanding and enable them to experience meaningful roles that are consistent with their strengths, skills and knowledge.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Attendance Policy
- Service user and Vulnerable Young Adults Protection Policy and Procedure
- Data Protection Policy and Privacy Notice
- Supporting service users with a medical condition
- Service users with health conditions who cannot attend Cairn Education
- Complaints Policy

This policy will be reviewed annually.

2. Definitions

Special Educational Needs (SEN)

A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

3. SEN provision at Cairn Education

At Cairn Education we create specific individualised programmes for young people with a diagnosis of autism. Cairn Education is aware though that the diagnosis of individuals may be more complex and are likely to have more than one specialist diagnosis. Therefore, if an individual meets our admissions criteria, Cairn Education provision is tailored to meet the needs of that individual's additional needs for instance dyslexia, dyspraxia, speech and language needs, learning difficulties and behaviour difficulties.

Cairn Education meets the needs of service users with a statement of special educational need / Education, Health and Care plan with a diagnosis of autism but this may be more complex and include the following kinds of special educational need: Attention Deficit Disorder, Attention Deficit and Hyperactivity Disorder, Behavioural, Emotional and Social Difficulties, Challenging Behaviour, General Learning Difficulties, Moderate Learning Difficulties, Severe and Complex Learning Difficulties, Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia, Specific Learning Difficulties, Speech & Language Difficulties, Hearing Impairment, Epilepsy, Tourette's Syndrome.

4. Assessment of service users

Targets and Outcomes are reviewed by our multi-disciplinary team and modifications or changes are made as and when required to ensure that students are effectively challenged.

- Short-term targets are reviewed in each session and at the end of the week to ensure that students are making timely progress.
- Medium term outcomes are reviewed half-termly.
- Long-term outcomes are reviewed termly to ensure that they are still meaningful and relevant.

Formal reviews are held termly.

Each service user also has an Individual Education Plan (IEP) which includes strategies to help service users to make progress. An IEP is guided by the service users profile, records, assessments, their strengths and statement of SEN if they have one.

Where progress is not sufficient, we identify additional support and resources through our practice that can be implemented.

5. Evaluating the effectiveness of provision

Cairn Education continually evaluates the effectiveness of its provision by assessing whether a service user is making progress.

Reviews will be informed by the views of the service user, parents and Cairn Education staff and the assessment information from Cairn Education will show whether adequate progress is being made. For service users with a statement of special educational needs / Education, Health and Care Plan there will be a termly review of the provision made for them, which will enable an evaluation of the effectiveness of the provision. An overall annual review will also take place with commissioning bodies. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

There is also further scope for evaluation of our effectiveness across all service users with our own Key Performance Indicators (KPI's) that we set ourselves against to ensure the quality of our services.

6. Teaching

At Cairn Education our services include high quality teaching within a nurturing environment which is differentiated for individual pupils. Additional intervention and support cannot

compensate for a lack of good quality teaching. Cairn Education regularly and carefully review the quality of teaching for all service users. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered, *SEN Code of Practice (2015, 6.37)*.

To ensure high quality services are on offer;

- Cairn Education use external agencies to monitor the quality of teaching and therapy services.
- Cairn Education have their own internal processes to assess our service quality and that an individuals needs are being met.
- Teaching staff are required to meet teacher standards [Teachers' Standards \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Staff are trained appropriately for their role and to meet the needs of individual service users.
- All staff are to have read and understand Cairn Education's appraisal and capability policy.

7. Cairn Education's Curriculum

Cairn Education's curriculum is individualised for each service user to meet their needs and their long-term outcomes. Services Users are initially assessed and an appropriate pathway or combinations of pathways can be accessed from the following choices;

- Access Pathway
- Progression Pathway
- Independent Living Pathway
- Health Pathway
- Connections and Community Pathway

At Cairn Education adapting to an individuals service users needs is at the core of what we do. We also incorporate the advice provided as a result of ongoing assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors are to review our effectiveness in our first year. We

may need to make changes to the building, staff training and/or our curriculum to meet the needs of the individuals on the current roll.

8. Engagement of service users in clubs, activities and trips

All clubs, trips and activities offered to service users at Cairn Education are tailored to meet the personal needs of individuals. Where it is necessary, Cairn Education will use the resources available to it to provide additional adult support to enable the safe participation of the activity.

9. Improving emotional and social development

At Cairn Education we understand that an important feature of education and therapy is to enable all service users to develop emotional resilience and social skills. At Cairn Education this is done both through teaching, so all lessons are planned to help improve emotional and social development, and indirectly with every conversation staff have with service users throughout the day. Through assessments, service users who need additional support beyond Cairn Education provision will be signposted to the right services and this will be reviewed and evaluated for its effectiveness. We work in consultation with Health Horizons for those who may need additional support. The support we offer aims to enable service users to feel they have a meaningful role in the community.

10. Staff training

All staff are experienced and trained for their role. Teaching staff have autism specific training to be able to carry out their roles effectively.

In addition, Lucie Kelly Head of Education along with her teaching qualifications has a certificate in Understanding Autism, Rachael Thompson Head of Therapy is a qualified teacher and occupational therapist with sensory integration qualifications.

Where a training need is identified beyond staffs current level of training, we will find a provider who is able to deliver it. Training providers we can approach include Health Horizons along with other educational psychologist, speech and language therapist, occupational

therapists, physio therapist, dyslexia specialists etc. The cost of training is covered by the funding we receive through the commissioning and admissions process.

11. Equipment and facilities

During our admission assessments and ongoing assessment, equipment and facilities are reviewed as to whether they meet the needs of individual service users. Where staff at Cairn Education or external advisors recommend the use of equipment or facilities which we do not currently have, if appropriate and reasonable for the progress of the service user, we will purchase it using funding from the commissioning process or seek additional funding from charitable trusts, or seek it by loan.

12. Parental/Carer Involvement

All parents/carers of service users at Cairn Education are invited to discuss the progress of their young person on a half-termly basis and if necessary, more frequently to match the service user's needs. A written report which will be sent to parents/carers will be received three times a year. In addition, we are happy to arrange meetings outside these times.

Parents/carers will be actively supported and invited to contribute to service user's assessment, planning and reviews, including attending annual reviews.

13. Service user involvement

Cairn Education, education and therapy services are all individualised and pupil centred. The service user will be consulted and be involved as part of that person centred planning. Parents/carers are likely to initially play a significant role in meeting the needs of the service user on admission to Cairn Education but as a young person becomes more confident they are likely to take on more responsibility, greater independence and autonomy in their own education and the therapy services they require access to.

14. Complaints

For complaints in the first instance we encourage parents/carers/service users to discuss their concerns with their named tutor, Lucie Kelly Head of Education or Rachael Thompson Head of Therapy.

If the complaint is not resolved then please request a copy of our complaints procedure via info@cairneducation.co.uk. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for young people who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by Cairn Education.

15. The role of the governing body

The governing body ensures:

- Cairn Education are fulfilling their service level agreements which is evaluated through reports and governance meetings.
- Staff are appropriately trained and qualified for their role at Cairn Education.
- Membership of professional networks is sought where appropriate for staff.

16. Support services

The contact details of support services for the parents of service users with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39). Cumbria County Council provide a free and confidential, information, advice and support service for parents/carers of a young person with special educational needs or a disability up to the age of 25. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents/carers, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

Contacts for Cumbria County Council

Tel: 0333 240 1727

Website: [Cumbria Information, Advice and Support Service \(Parent Partnership\) | Cumbria County Council](#)

E-mail: CDCquestions@ncb.org.uk

17. Transferring education provision or preparing for adulthood and independent living

At Cairn Education we work closely with the educational settings used by the service users before they transfer to us in order to seek the information that will make the transfer seamless as possible.

We also contribute information within the guidelines of our data protection policy to a service users' onward destination by providing information to the next setting.